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ABSTRACT

Classroom management is discussed in terms of effective instruction, successful group management, maximum use of space, time, and resources, meaningful discipline, student rights, and change strategies. The discussion of effective instruction stresses appropriateness, completeness, clarity, and a variety of lessons. Techniques for successful group management include the teacher's ability to attend to several issues at once and to achieve smoothness in ongoing academic activities, group focus, student accountability, and a variety of activities. Suggestions for maximum use of space, time, and resources refer not only to the teacher who has his/her own classroom but also to the floating teacher. Measures for assuring effective handling of routine matters include learning students' names immediately, providing activities during roll call, returning papers efficiently, making available enrichment materials, and developing standard operating procedures. Classroom discipline is discussed in terms of preventing and dealing with problems through reality therapy, behavior modification, and changing expectations. Legal rights of students are presented relative to Supreme Court cases. Finally, the author outlines steps for initiating change through force field analysis which includes a written statement of the goal, a brainstorming session, selection of appropriate ideas, and development of a plan of action. (KC)

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Classroom Management in the Social Studies Class

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What Is Classroom Management?

Classroom management in the social studies class involves effective instruction, successful group management, meaningful discipline, assessing the current situation in order to make improvements, and, generally, ensuring smooth, pleasant school-days for teachers and students. It demands maximal use of time and resources.

Thus, classroom management is a positive concept. It includes principles and an organizational framework. It is not merely a "bag of tricks" that varies from audience to audience.

Why Bother with Classroom Management?

Schools exist for a host of purposes, but almost everyone agrees that learning should be the primary focus. Sources such as a recent Gallup Poll, which revealed lack of discipline as the foremost public-school problem, and the theme article of an issue of *Time* magazine, "High Schools in Trouble," reflect a growing concern about impediments to learning and barriers in the learning environment.

Attention needs to be given to maximizing use of time and resources in the schools—to managing and reducing barriers. Classroom management is actually a part of teaching, and it needs to be based on knowledge rather than on serendipity. As Ginott states, "Teaching demands not just desirable personality attributes but specific skills. Skills are not ends in themselves but are necessary tools."[1]

[1]Haim G. Ginott, *Teacher and Child* (New York: Avon Books, 1975), p. 141.

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Tanner[2] indicates that teachers are so pressed by classroom demands that they stop only infrequently to think about the theories on which their methods are based. Theory should, however, be an integral part of teaching even from early experiences. Cooper et al.[3] reveal the importance of integrating practice *and* theory in the student teaching experience.

Another justification for pursuing questions related to classroom management is found in Medley's summary of research findings regarding teacher effectiveness. In both lower-grade and upper-grade classrooms, effective teachers spent less class time and apparent effort on managerial tasks, and they maintained environments that were supportive and free of disruptive behavior.[4]

Social studies teachers as individuals and as a group recognize the growing complexity of the demands made upon them. There are increasing numbers and kinds of student behavior problems. Classroom management is not a frill; it is essential in facilitating learning.

Effective Instruction—Planning and Implementing

Inappropriate instruction leads to at least two kinds of disasters—academic and behavioral. There are several aspects of instruction which are related to good management and which are consistent with a preventive, problem-solving approach

Instruction must, first of all, be appropriate. The reality of the situation in terms of learner's entry behaviors and curricular demands can be addressed if the teacher will carefully and analytically pursue answers to the following questions: What *can* the students do? What do the students *need* to do? What do the students *want* to do?

The answers to these questions must lead the teacher to plan carefully and to instruct clearly. Lack of appropriate instruction and clarity often leads to chaos. Recently, this writer led an activity in which adults were prevented from communicating effectively, given unclear directions, interrupted constantly to revise teacher expectations, made physically uncomfortable, told to work hard and fast although they did not receive a goal, and ridiculed for not understanding. The noise level in the room increased tremendously, and there was great uneasiness and open hostility among the participants as well as between participants and director. The adults involved were teachers, and the debriefing of the session raised several important points related to class management and instruction:

1. Students need to be able to communicate with one another and with the instructor.
2. Directions must be clear and concise—rambling insinuations are open to a number of interpretations which may neither result in worthwhile endeavor for students nor meet teachers' expectations. There are at least two specific ways in which teachers can avoid unclear directions. First, they can write out directions prior to class and check to ensure that every important point is included. This need not be a laborious task. The directions are not for publication—they are for individual classes—and therefore an outline or a list prepared on an index card is often sufficient. The strength of this approach comes in the demand for forethought and the opportunity for proofreading and revision prior to class time.

   A second way that a teacher can avoid ambiguity in directions is simply to ask students what their perceptions are concerning what they are to do. "Are there any questions?" is not the way to handle the inquiry; students can calmly and assuredly misunderstand directions in a variety of ways. Rather, the teacher needs to ask for a paraphrasing of the directions given. It is important, particularly with secondary students, that the teacher share with students why the paraphrasing is being requested so that students realize that good education, rather than an insulting or "Mickey Mouse" approach, is involved.
3. Goals need to be clear to the teacher and the students. It is important to communicate purposes and to make students aware of the processes or products being emphasized. Sixth graders need to know *why* they have been asked to do projects on Egypt, and they need to be aware of the specific product expected by the teacher. High school students participating in an inquiry lesson in world history need to be made aware that the process of inquiry is important, and they need to attend to the way they pursue their "answers" as well as to the final conclusions.
4. The physical facilities need to be used to minimize, rather than maximize, complexities. If students are trying to juggle game pieces on their laps instead of spreading the pieces on a table, where the students would be more comfortable, instruction is not as effective as it could be. If, during a simulation or role-play, furniture interferes with the activity, the furniture should be rearranged. Analyzing the physical situation needed for various academic activities should be part of planning for effective instruction; although it is a managerial task, it is prerequisite to effective instruction.
5. Teachers unwittingly and unwillingly cause a number of their own problems. They therefore have the power to solve them.

In addition to being appropriate, well-planned, and clear, instruction needs to have variety. The following is a brief list of some of the instructional techniques which can be used in social studies classes. It is important that different activities be used from one day to the next and within each lesson. Simply alternating films and discussions is not sufficient if the two techniques are used repeatedly. With determination and imagination, a teacher can use any of the following to teach any topic:

Problem-solving	Video-tapes
Lectures	Audio-tapes
Dyads (working in teams)	Use of Commercial Materials
Discussion	Values Clarification Activities
Speakers	Films or Filmstrips
Modules	Handouts of Materials
Contracts	Games
Inquiry	Storytelling
Peer Teaching	Individual Conferences
Acting	Simulations
Debates	Textbooks
Oral History	Library Research
Folk Dancing	Interviews
Role-play	
Projects	

Try brainstorming with yourself (and others) about ways to teach your content using these techniques. How can the Emancipation Proclamation be taught with acting? How can the issues of the Bakke case be presented through a simulation? How can the geography of Africa be handled in a game?

[2]L.N. Tanner, *Classroom Discipline for Effective Teaching and Learning* (New York: Holt, Rinehart and Winston, Inc., 1978).

[3]J.M. Cooper; J. Hansen; P.H. Martorella; G. Morine-Dershimer; D. Sadker; M. Sadker; S. Sokolove; R. Shostak; T. TenBrink; and W.A. Weber, *Classroom Teaching Skills, A Handbook* (Lexington, MA: D.C. Heath & Co., 1977).

[4]D.M. Medley, *Teacher Competence and Teacher Effectiveness: A Review of Process-Product Research* (Washington, DC: American Association of Colleges for Teacher Education, 1977).

How can contracts be used to help students learn about the Middle Ages?

Variety keeps students interested in the class and therefore helps to maximize learning. Studies summarized by Rosenshine and Furst[5] indicate that variety in instruction is correlated with increased pupil learning.

Ultimately, the key to achieving effective instruction in terms of management requirements involves organization and forethought. Most teachers *know* content and information – the difficult task is providing class sessions that enable students to learn.

Group Management—Implications and Suggestions Based on Jacob Kounin's Research

Jacob Kounin[6] delineated several characteristics of teachers who were most successful in managing their classrooms. The following techniques are all related to increased work involvement and decreased pupil deviancy.

Withitness means communicating to pupils that the teacher knows what is going on, that he or she has eyes in the back of the head. It is important that communication be accomplished with specificity and clarity. Simply saying loudly "I know what's going on over there and you'd better stop it" does not make a teacher "with it". Withitness is demonstrated by the teacher who intercepts a note that is being passed during a history lecture, as well as by the teacher who moves to stand near the two children who are pinching each other during a filmstrip on city helpers.

Overlappingness refers to the way in which teachers deal with several matters simultaneously. It is important that teachers be able to attend to several issues at once. For example, when several groups are discussing cases reviewed by the Supreme Court in order to compare their decisions with the Court's ruling, the teacher must be able to attend to all of the groups at once without ignoring or emphasizing any specific cluster. This might mean that the teacher who is working with the group discussing *Brown* v. *Board of Education, Topeka* might realize that the group discussing *Goss* v. *Lopez* is having difficulty and give the *Brown* group some questions to consider while moving on to the *Goss* v. *Lopez* group. Another example of overlappingness is found in the teacher who, while reinforcing a student's oral answer, skims and signs a note from the office.

Smoothness refers to the lack of interference by the teacher with ongoing academic activities. There are a number of ways that teachers contribute to lack of smoothness. They may attend to irrelevant details; interrupt to make announcements or ask questions; leave activities hanging in mid-air; or finish one activity, start the next, and then return suddenly to the first, completed activity. Before protesting "But I don't do that!", think about the times teachers have stopped pupils working on maps to give them just one more piece of advice; or consider the days they have interrupted groups making colonial household items to check book numbers on the history texts.

Momentum is characterized by the lack of teacher behaviors that slow down the pace of the lesson. Behaviors which contribute to momentum problems, and which therefore should be avoided, include overemphasizing unimportant points or details, nagging, and numerous, repetitious instructions.

Group focus can be used to include two group management techniques. Kounin uses the term *group alerting* to describe the process by which a teacher keeps all students (including those not reciting) attentive and involved in the task at hand. Group alerting techniques can be as simple as keeping students wondering who is going to be called on, rather than calling on students in any systematic or prespecified order.

The term *accountability* refers to the extent to which students are held responsible for performance during recitation periods. Accountability can be achieved in a variety of ways, including having all students indicate a response (for example, through use of hand signals) to a given question or having unison responses. Use of accountability techniques are especially helpful both in verifying that students have done homework and in making each pupil feel that the social studies assignment must be done.

Variety, as defined by Kounin, refers to the degree to which lessons or activities really differ. It can be achieved by providing many activities which are slightly different from one another, or by having a few vastly diverse activities. Variety, which appears to be related to increased learning, also has positive effects on group behavior.

The group management research conducted by Jacob Kounin leaves the teacher with some powerful principles. The techniques foster an environment more conducive to learning, and they can be implemented in a number of ways which allow for diversity of student populations and wide ranges of teaching styles. Therefore, they are as applicable to the economic class in the suburbs as they are to the geography class in the inner city. They pertain to elementary classes and secondary classes. They are equally applicable to blacks, whites, Chicanos, and Asians.

Maximal Use of Space, Time, and Resources

Space

All teachers, even those in secondary school who must "float" from room to room, need to assess the effects of room size, position, and arrangement on classroom activity.

Effective use of space can enhance instruction and can reduce the number of distractions and interruptions. Planning the use of spce is more efficient if the teacher (and any pupils working with him or her) experiments with arrangements on scale floor-plans using gridded paper. For secondary teachers wishing to make changes for various classes, decisions need to be made as to how movement can be most quickly accomplished and how directions for movement can be most clearly conveyed to students.

The following questions serve as guides to assessing the benefits and drawbacks of various room arrangements:

- How does this arrangement affect instruction?
- How does this arrangement affect social relationships among people?
- What does this arrangement require of the teacher?
- In what ways does this arrangement affect room or school "cleaning chores"?
- For what kinds of activities is this arrangement particularly effective?
- For what kinds of activities is this arrangement particularly ineffective?

Time

Time, if considered as a variable in the classroom, can add variety and reduce tensions; but viewing time as a variable is not always easy. How can the 50-minute period in the secondary school be considered flexible? How can the elementary teacher combat the ritual of reading groups in the morning?

Rather simple ways of managing time (as opposed to letting time manage us) are to separate available periods into short

[5] B. Rosenshine and N. Furst, "The Use of Direct Observation to Study Teaching," in *Second Handbook of Research on Teaching* by R.M.W. Travers (Chicago: Rand McNally, 1973).

[6] J. Kounin, *Discipline and Group Management in Classrooms* (New York: Holt, Rinehart and Winston, 1970).

units or to cluster available periods into one long time-span. This means that one 50-minute period can be five ten-minute intervals. Likewise, it means that Tuesday's, Wednesday's, and Thursday's sessions can be viewed as one class.

The important thing is to view time as something one can alter, either alone or working with colleagues. It is important in terms of classroom management that time and instructional activities be compatible, and that neither exclusively dictates the possibilities of the other.

Resources

Maximal use of resources requires that materials be available; therefore, storage becomes a primary consideration.

Try some of the following storage ideas:

- Use army-surplus lockers which are labelled on the outside as to general contents and which have a specific list of items taped on the inside of the door.
- Obtain ice cream containers from the local ice cream store (they're usually *free!*). You can stack these vertically or horizontally. If you wish, they can be covered with contact paper or decorated by class artists.
- Pretzel or potato-chip tube-shaped containers make excellent storage bins for scissors, compasses, rulers, etc.
- Try putting lesson plans and all materials needed for units or lessons in large manila envelopes and labeling the envelopes with the name of the unit or lesson and the contents of the envelope. These envelopes can be easily "filed" in cardboard boxes.
- Wooden fruit crates (yes, there are still some available!) make excellent bins for magazines. It is helpful to have two – one for periodicals to be read and left intact, and one for periodicals which can be cut up.
- Commercially-made storage receptacles that are sized to most common classroom items are available from: Calloway House, Inc., 451 Richardson Drive, Lancaster, Pennsylvania 17603.

A Smooth Pleasant Day Each Day

Frequently, it is not the obviously important aspects of management that are the most worrisome. The little things can make a real difference in whether teachers and students have a pleasant day. They can also be, as is consistent with this writer's philosophy, preventive measures that reduce major problems.

Some simple, but effective, ways of handling the routine operation of a class are listed below. Try some of the ideas, share them with colleagues, and then begin generating some suggestions of your own. Note that the items listed are neither complex nor costly – you can use some tomorrow if you choose to.

1. Learn students' names immediately, and use the name which each student prefers. While names are being learned, some teachers find that seating students in alphabetical order is helpful.
2. Provide activities for students while the roll is being checked. These activities might be new ones written on the board every day, or they might be ongoing tasks. They might be academic in nature, or they might consist of non-scholastic endeavors in which students are interested.
3. Return papers efficiently. Two specific items which make this routine task easier are mailboxes and folders. Mailboxes can be created from potato chip or pretzel cans stacked on their sides. Labels for the mailboxes can be made by cutting circles the diameter of the can, lettering them with students' names, and taping them to the back of the can with double-stick tape. Mailboxes allow papers to be returned easily. They also make it easier to provide students with materials handed out when they were absent, and to distribute routine notices from school offices. In some settings, mailboxes are not feasible. File folders labeled "Papers Returned When You Were Absent" and "Extra Copies" will help serve some of the same purposes as mailboxes.
4. Establish a lost-and-found box in the room. Deposit in it items found on the floor, after class, or in work areas. Allow students to check the box whenever something is missing. The lost-and-found box eliminates unnecessary interruptions ("Whose pen is this?") and relieves the teacher of the responsibility of keeping up with the "found" items.
5. Establish room jobs, such as cleaning boards, watering plants, or leaving furniture straight, for which students are truly held responsible. Students may even request to be assigned to particular jobs by writing letters of application.
6. Have available a number of materials and/or ideas to use as enrichment for students who finish early. Examples include:
   - *The Guinness Book of World Records*
   - Games (including checkers, chess, Monopoly, Masterpieces, Mastermind, Pick-Up Stix)
   - Brainteasers (Try preparing these by acquiring sets of questions and laminating them. Keep the answers in a separate place so that students will really think, without being tempted to check the answers.)
   - Magazines (subject-oriented and popular)
   - Puzzles (including jigsaws)
7. Develop standard operating procedures for dealing with chores that must be repeated often. For example, elementary teachers might make a peg board on which students could indicate their presence and lunch status each day. High school teachers could use a separate cardboard or plastic file box for each class; in the box, folders could be provided for lesson plans, handouts, papers to be graded, papers to be returned, and grade sheets.
8. Use a standard form to notify students of their grades and averages at reporting time. One suggested format includes listing the item evaluated (test, project, paper, presentation, etc.), the weight of that grade in the total average (20%, 50%, etc.), and the grade which will appear on the final grade report.

Discipline

Discipline, like classroom management, is a positive term. It is different from punishment in that it is based on natural consequences rather than individual authority; it places responsibility on the student rather than on the punisher; and it involves a teaching process.

Thus, discipline is both external and internal; what we, as teachers, do externally ought to have a positive effect toward the development of internal control by students. There are basically two ways in which discipline in the social studies class can be approached. One involves preventing problems; the other focuses on dealing with problems that *do* occur.

Preventing Problems

There are many discipline problems which are actually caused by the teacher and which, therefore, can be prevented by teacher action.

One important aspect of teacher behavior is consistency. Students need to know what is expected of them in order to be able to develop the personal responsibility for meeting academic and behavioral requirements.

Teachers so often hear the world "consistency" that it is

easy for them to brush it aside. Therefore, it seems worthwhile to think for a moment about what consistency means. It requires, first of all, that some ground rules be spelled out early and clearly and that they deal with the most frequently occurring and significant aspects of school routine. Then, enforcement of those ground rules must be uniform across time and individuals. Russell and Susan must be treated similarly for arriving late to government class because they stayed too long at the pep rally, and students missing school with an unexcused absence must be dealt with in May just as they were in March.

Because teaching involves much human contact and interaction, the ground rules do not cover all situations; people simply are not totally predictable. How can one be consistent across a variety of situations and demands? Though specific actions may (indeed, must) vary, teachers can be consistent in getting the information necessary in order to make an appropriate response and in making clear to students the basis on which the response is made.

Teachers can also prevent problems through modeling behavior; they can demonstrate to students through their personal conduct the attitudes and actions which they desire. The old adage that says "practice what you preach" can be useful. Specifically, teachers should be enthusiastic and courteous. It is crucial that they avoid sarcasm.

Modeling desired behaviors can lead social studies teachers into healthy relationships with students. It is important that teachers remain open and flexible and that they alleviate situations in which students must oppose the teacher in order to maintain status with their peer group. Jessup and Kiley summarize well several key factors in the student-teacher relationship and classroom discipline:

> Many classroom problems are precipitated when teachers either purposely or accidentally infringe upon the dignity of their students. This occurs in several ways—careless use of their names, confiscating students' possessions, using sarcasm or nagging, thus reducing students to a feeling of insignificance or making them mere objects of teacher hostility. All forms of physical contact between the teacher and his [her] students need close scrutiny as to their underlying motives.[7]

Dealing with Problems

A preventive approach does minimize problems, but it does not eliminate them. There are some disciplinary problems with which, because of their severity and/or causes, the classroom teacher cannot deal. Although these are few in number, it is important to recognize them and seek special help.

As Tanner indicates, there are four primary objectives in dealing with discipline problems that do occur and which the social studies teacher can handle:

1. To end the misbehavior.
2. To redirect the pupil into constructive activity.
3. To promote long-range developmental goals.
4. To continue an uninterrupted flow of classroom activities.[8]

There is a variety of specific disciplinary techniques which can be employed. None of these strategies has to be the exclusive disciplinary approach; the approaches can be combined in the fashion which is best for teachers and students in specific settings.

Because the purpose of school is learning, one way of dealing with student misbehavior is to redirect the student to the academic task at hand. Kounin and Gump[9] describe a *desist technique* which ends misbehavior and returns the student to work. The strategy involves (1) stating clearly the misbehavior, and (2) providing information about the acceptable behavior.

Examples of this strategy include telling Patrick to stop writing on the desk and finish reading *Nicholas and Alexandra*, or asking Jodi to put her comb away and complete the pretest on Southeast Asia. The effect on Patrick and Jodi is that they are corrected without detriment to their scholastic work.

Interestingly, the strategy has what Kounin has labeled a "ripple effect." The other students in the room are affected by the desist technique, and an entire class responds by reducing the corrected misbehavior and displaying the desired behavior.

William Glasser has designed a system called *Reality Therapy* in which the teacher helps the child to improve her or his behavior. Results of misbehavior are simply natural consequences to the action (or lack of action) involved, rather than punishment. The basic steps in reality therapy include:

1. Be personal. Use personal pronouns. Take time throughout the class or school day to reinforce your involvement with students.
2. Emphasize present behaviors. Deal with behaviors, not feelings, and deal with the present. Avoid references to the past. (This is important—and difficult—especially with the student who repeatedly misbehaves. However, each incident must be dealt with singly, as if no previous problems had occurred.)
3. Stress a value judgment. The student should be asked to evaluate his or her own behavior. Emphasis should be placed on whether the current behavior is helping the student. The student must decide to do something better.
4. Design a plan. Help the student generate alternatives to the current situation. The plan must be simple and success-oriented; it should cover a relatively short period of time.
5. Become committed to the plan. It is important that both teacher and student be responsible for the plan. There should be a way to check on the plan and follow up. The commitment is often made clearer and more powerful if the plan is prepared in a written form. (This writer has used verbal repetitions and a handshake with non-readers as an alternative to the written plan.)
6. Accept no excuses. By refusing to allow the student to make excuses, the teacher conveys an expectation of success. This does not mean that the teacher is callous toward the student who is improperly fed or clothed; nor does it mean that a teacher does not bother to know if there is sickness or a death in the family. It simply means that the teacher encourages students to follow through on their plans by being personally responsible. If a plan does not work, say so, and draft a new plan. Don't blame failure on someone or something else.
7. Do not administer punishment. Let natural consequences result. If a plan fails, and a student thereby loses privileges, so be it. The important thing is that results flow from the student's behavior, not from some arbitrary response of the teacher. The student must accept the responsibility. If the teacher punishes, responsibility is transferred from the pupil to the instructor.

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[7] M.H. Jessup and M.A. Kiley, *Discipline: Positive Attitudes for Learning* (Englewood Cliffs, NJ: Prentice-Hall, 1971), pp. 48-49.

[8] Tanner, *op. cit.*, pp. 156-157.

[9] J. Kounin and P. Gump, "The Ripple Effect in Discipline," in *The Elementary School Journal*, Vol. 59 (December, 1958), pp. 158-162.

These steps are dependent upon each class having a short, clear set of class rules. They also rely upon teachers withholding anger when a student breaks the rules.

This outline provides a simplified approach to the theory promoted by Glasser. Included are the essential steps for employing reality therapy in the classroom. Those desiring more information should consult either *Reality Therapy* or *Schools Without Failure* by William Glasser.

Behavior modification is another method of dealing with discipline problems; it has little pupil involvement in the overall plan for change. Behavior modification refers to the process of changing the way an individual acts. It requires ignoring undesirable or inappropriate behavior, which then tends to stop because it is unrewarded, and rewarding desired behavior so that it will continue. Generally, behavior modification is more appropriate for moderate rather than severe classroom problems.

Several specific points need to be made regarding behavior modification. It is of primary importance that the teacher be very clear about which behaviors are desired and which are not. The teacher must be consistent about those behaviors which are ignored and those which are rewarded. It is not appropriate, for example, to ignore a student's note-passing in class on three days and then to criticize publicly the activity on the fourth. (Note that this is in distinct contradiction to Kounin's notion of "withitness." Dealing with off-task behavior is one aspect of management on which there are two different camps.)

Rewards can be given in several forms: Tangible items, tokens, activities, and teacher approval are frequently used. Rewards can be decided upon based on the age, stage, and background of the student, and on the philosophy of the teacher. Of central importance is that the reward be deemed positive by individual students. It is crucial that rewards come immediately and frequently in order to reinforce desired behavior.

Some of the discipline problems with which teachers must deal are the results of teachers' expectations. Therefore, the most effective long-range plan for reducing these problems involves alterations of expectations.

The idea that a self-fulfilling prophecy exists in classrooms was set forth in a study by Rosenthal and Jacobson which was reported in *Pygmalion in the Classroom*. The study proposed that students live up or down to what their teachers expect of them. The research of Rosenthal and Jacobson has been criticized on methodological grounds, but other studies indicate that teachers' expectations are important.

Research studies reviewed by Good, Biddle, and Brophy indicate that differences among groups according to culture, socioeconomic status, and curricular approach are related to teacher expectations.[10]

How can teachers set high expectations and communicate these expectations to students? First, teachers need to examine their own responses to potential sources of prejudices toward students. Some of these include reputation ("Just wait till you have to deal with James and Suzanne—they're terrors!"), appearance ("Looking at him is enough to make me ill!"), previous contact with the families ("This year I have another Smith!"), and permanent records. Being aware of these and other influences can help teachers detect their own negative attitudes and consciously work to alter their expectations.

What are some ways in which high, positive expectations can be expressed? Teachers can pay attention to all students and predict reasonable responses. They can express the belief that behaviors will be appropriate through words and also through giving students responsibilities. The child who is allowed to handle audio-visual equipment for civics films knows that the teacher is trusting him or her with careful treatment of expensive machnes; and that trust can have great impact, much greater than the simple verbal statement "I believe in you." Teachers can also share ideas with students by listening to and talking with the individuals in the class. This sharing conveys the teacher's belief that students have interesting thoughts and are capable of understanding.

Changing expectations in order to deal with discipline problems is not a "quick and dirty," single-incident approach. It takes time and constant assessment by the teacher of what prophecy he or she is presenting to be fulfilled. The results are also often long-range; many pupils have changes in their behavior because of serious alterations in their self-concepts and feelings of self-worth.

Although each of these strategies is specific, none is immutable. All of them can be modified as needed. It is important to note that the techniques are designed to have effect over time and may not be cure-alls for single incidents.

The Rights of Students: Some Legal Considerations

The Social Studies Curriculum Guidelines developed by NCSS state that ". . .commitment to human dignity is a major purpose of social studies education,"[11] and they express a "commitment to democratic participation."[12] Because of these commitments, social studies educators making decisions regarding discipline should be familiar with landmark Supreme Court rulings regarding the treatment of students. Further, they should help their students become knowledgeable about the cases—perhaps through inquiry.

Since the mid-1960s there has been increased litigation involving students' rights. In 1969, the case of *Tinker* v. *Des Moines Independent Community School District* became the first case involving students' rights to be reviewed by the United States Supreme Court. As Schimmel and Fischer indicate, the ruling was historic because it was a decision which challenged many of the educational policies of the past.[13]

The Supreme Court pointed out that the case involved First Amendment rights. Justice Abe Fortas wrote the majority opinion, in which he emphasized the First Amendment rights of students and teachers: "It can hardly be argued that either students or teachers shed their rights to freedom of speech or expression at the school-house gate."

The Court further emphasized the need for school officials to be able to control school conduct. The deciding factor in determining whether schools may act to curb student expression is the existence (or nonexistence) of evidence that would lead to the forecast of substantial disruption or material interference with school activities.

In the case of *Goss* v. *Lopez*, the protection of the due process clause of the Fourteenth Amendment was extended to students facing suspension from school. The decision required that at least some kind of notice and some kind of hearing be given. Whether the student may question his or her accusers, present witnesses, or secure counsel was left to the discretion of school officials.

The Supreme Court ruled in the *Ingraham* v. *Wright* case that the Eighth Amendment does not apply to questions of discipline in schools. The decision ascertained that the intent behind the cruel and unusual punishment clause dealt with the treatment of criminals. It was further stated that both the

[10]T.L. Good; B.J. Biddle; and J.E. Brophy, *Teachers Make a Difference* (New York: Holt, Rinehart and Winston, 1975), p. 66.

[11]*Social Studies Curriculum Guidelines* (Washington, DC: National Council for the Social Studies, 1971), p. 7.

[12]*Ibid.*, p. 14.

[13]D. Schimmel and L. Fischer, *The Civil Rights of Students* (New York: Harper and Row, 1975), p. 2.

opportunity to bring suit against those who abuse authority and the openness of the public school protected school children in the way that the Eighth Amendment protected prisoners. The question of whether or not to use corporal punishment was delegated to the legislatures and schools for decisions. The majority felt that corporal punishment should not be a by-product of a court decision. (It is important to note that the Court neither approved nor disapproved of corporal punishment.)

Just as specific cases are noteworthy, so are trends in the cases upon which decisions are made. There are at least three trends which emerge from perusal of the recent Supreme Court decisions and lower court actions. First, there has been concerted effort to preserve constitutional rights for students as individuals. The results of many cases have had the effect of expanding the rights of students. These rights are not without limits—indeed, they have unique limits applicable only in school settings.

Another major trend emphasizes the fulfillment of the purposes of schools. Students are not authorized to take action which, as stated in the *Tinker* case, "materially disrupts classwork or involves substantial disorder or invasion of the rights of others." Kirp and Yudof indicate that there are five plausible reasons for limiting the speech and privacy rights of students:

1. The student will learn better.
2. The students must be socialized to social, political, and religious norms.
3. In a compulsory school setting, the student body must be protected from communications that parents or school officials find objectionable.
4. The students and the school must be protected from violence and destruction of property.
5. Traffic regulations, relating to the orderly movement of students and faculty and to the harmonization of competing individual demands for facilities or instruction, are necessary to the efficient operation of the school.[14]

A third trend is found in the courts' concern for reasonableness. Generally, enforceable rules of conduct *must* be connected with the welfare of the school. Further, these rules must be rationally connected with the purported objectives and avoid vagueness or generality.

It is imperative that teachers go by the letter of the law, but it seems equally important that the spirit and intent of the law be followed. For example, the notice and hearing prescribed by due process can be afforded students who are guilty of even minor offenses. The procedures need not be formal or lengthy. Teachers have the opportunity to model respect for the law as well as respect for individual students by carefully following the legal requirements for the treatment of students.

Assessing the Current Situation and Making Changes

A good manager in any field is one who can analyze situations and implement needed, beneficial changes. The rhythm and routine of most school days and years cause many educators to regard what they do not like, as well as what they know to be good, as part of a norm or cycle. It is easy to fall into either the "that's the way it's always been" or the "they said we had to do this" trap.

One way to become more efficient and more objective about oneself, one's situation, and one's colleagues is to use analytical tools that help overcome myopia and affect. Two books which contain specific instruments useful to educators—and especially teachers—are *Diagnosing Classroom Learning Environments* by Robert Fox, Margaret Barron Luszki, and Richard Schmuck, and *Diagnosing Professional Climate of Schools* by Robert Fox, Richard Schmuck, Elmer Van Egmond, Miriam Ritvo, and Charles Jung.

One specific tool described by these authors is especially helpful in goal setting and problem solving. Force Field Analysis is task-oriented and is therefore helpful to both individuals and groups that are trying to sharpen their focus and implement improvement.

The first step is a written statement of the goal to be achieved. It is important that this statement be as clear and as specific as possible. Sometimes it helps to ask, "Ideally, what would my class look like?" or "If this goal is fulfilled, how will my school be?" Although the goal is an ideal, it needs to be a description rather than a dream.

Secondly, beneath the goal, the paper should be divided into two columns by a vertical line. On the right, existing circumstances which act as barriers to fulfilling the goal should be listed; on the left, facilitating forces which are already part of the environment should be listed.

Next follows a brainstorming session in which ideas for achieving the goal, especially by reducing barriers, are generated. Get colleagues to join in this step—don't isolate yourself from their help and good thoughts. Remember that it is important in a brainstorming session to produce ideas as quickly as possible and to refrain from making any judgment about the quality or feasibility of any specific suggestion.

Following the brainstorming, go through the ideas produced, select the ones that appear to be most appropriate and powerful, and synthesize them into a specific plan of action.

Force Field Analysis is useful in improving classroom and entire school situations. Its organization enables students to participate in setting goals and solving problems. If a group such as a class or a faculty is working together, it is helpful to use either a blackboard or large sheets of butcher paper for recording ideas.

A Final Word

Classroom management is a very positive concept. It asks not for a problem-solving attitude, but rather for problem-preventing achievements. It demands mental and physical action from professional, caring teachers. In return, it offers a more pleasant atmosphere and increased learning for all.

Good classroom management must ultimately be the synthesis of effective practices and one's own personal style. It is important that teachers use the basic patterns that have been shown to be beneficial to evolve their own techniques. Collecting data on what does and does not work and constant revision of methods lead to the ideal classroom management that improves continuously. (Useful references appear on the next page.)

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[14]D.L. Kirp and M.G. Yudof, *Educational Policy and the Law* (Berkeley: McCutcheon Publishing Co., 1974), p. 136.

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